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CURRICULUM BUILDING IN ALBERTA

by

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled CURRICULUM BUILDING IN ALBERTA, submitted by Christopher Osborne in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The purpose of this study was to describe the structure which the Alberta Department of Education had established for building the public school curriculum. A method of effecting change in the curriculum was also described. The study traced the legal foundation of provincial responsibility for education, and pointed to the implications for lay participation of the division of educational responsibility between central and local authorities. The question of central control over curriculum change was discussed in accordance with a model of the Administrative--Classroom views adapted from Ribble, and Ratsoy and Friesen. This model was found useful to indicate the extent of control which the Department exercised over the initiation of the change process in curriculum development.

The study was based chiefly on interviews. The sources of information were the Alberta Department of Education, the Alberta Teachers' Association, The Alberta School Trustees' Association, the two Edmonton school boards, and laymen's associations. Theoretical arguments were based on literature related to organizational theory, the administrative process, and curriculum development. Relevant statutes bearing on education were also cited.

The study found that curriculum building in the public school was one of several roles of the Chief Superintendent of Schools, under whom responsibility was

delegated to a Director of Curriculum. The Director used a system of committees and sub-committees at the elementary and high school levels to build or change the curriculum. The committees were convened mainly for the specific matter to be discussed, and so membership tended to change, except for the permanent officials of the Department. The General Curriculum Committee, the chief forum for lay groups, did not build curriculum, nor were its discussions confined to curriculum matters. Its chief function seemed to be to discuss general educational policy.

The study found that: (1) although curriculum prescription by the Department of Education was legally required, the Department tended to limit its control to certain minimum requirements; (2) the Department employed personnel from the universities, local school systems, the A.T.A., and lay organizations to help in the task of building and explaining the curriculum; and (3) lay representatives played chiefly a public relations role in curriculum building. With regard to the change process, the study found that curriculum change was, generally, administratively inspired, and that there was no formal arrangement for change in accordance with the Classroom view. Hence the conclusion was reached that the Administrative view of curriculum change was characteristic of Alberta.

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CHAPTER I

STATEMENT OF THE PROBLEM

I. INTRODUCTION

Education in Canada was made the responsibility of the provinces by the British North America Act of 1867 (1). However, even before Confederation, a tradition had been established for public control of education through local authorities with assistance from provincial legislatures (2). When Alberta became a province in 1905, it exercised control over education in several ways, in accordance with its constitutional authority, and following traditional practices embedded in statute, regulation, and procedure (3). One such way was through curriculum regulation (4).

Curriculum building, however, is a far more complex task than it was in 1867. The present era is characterized by new demands on the schools caused by the multiplication of knowledge and advances in technology; by new ideas regarding the purposes of education; and by new concepts of learning experiences (5). These changes have resulted in an increasing emphasis on curriculum building as a specialized function of educational administration. Two consequences of the legal and traditional positions in regard to curriculum building in Alberta may be stated as follows: first, the central authority represented by the Department of

Education must set up machinery for the discharge of the curriculum function; second, since the schools are supported by public funds and administered by elected and employed servants of the public, they are subject to public opinion (6). In other words, the public influences curriculum building and demands participation in it (7). Such an influence is stated, for example, in the Report of the Alberta Royal Commission, 1959. Here the concern of various public groups--such as parents, business and industrial groups, professional and university groups, and religious bodies--is expressed (8).

This study will describe the machinery for curriculum building in Alberta and will examine the role of the various participants in the performance of this task.

II. THE PROBLEM

The main purpose of this study was to describe the procedures adopted in Alberta for developing the public school curriculum. The problem could be stated alternatively in three questions: How is the Alberta Department of Education organized for curriculum development? Who determines the changes that are to be made in the curriculum? How are these changes made?

III. SUB-PROBLEMS

Arising from the main problem were two sub-problems.

The first of these was based on the concept of education as a partnership between central and local authority, and was stated as follows:

Sub-Problem I

What is the nature of lay participation in curriculum development in Alberta?

The second sub-problem was based on a generalization of the nature of the control exercised by the Department of Education over changing the public school curriculum. From this generalization a theoretical model was constructed to indicate Departmental policy on change. Two approaches to curriculum change were considered; the Administrative view, and the Classroom view (9), otherwise termed the Grassroots approach (10). This sub-problem was stated as follows:

Sub-Problem II

Which view of curriculum change is characteristic of Alberta, the Administrative view, or the Classroom view?

IV. SIGNIFICANCE OF THE STUDY

Education in Canada is based on the British North America Act of 1867 (Section 93) and related Acts, for example, the Alberta Act; on provincial legislation creating departments of education; and on statutes creating school boards. It functions on the principle of local initiative under a provincial authority. The principle can

be explained further in terms of the externa and interna of education (11). The externa are those aspects controlled by school boards, for example, the hiring of teachers and the construction and maintenance of school buildings. The interna are those aspects controlled by provincial departments of education, such as teacher classification and training, and curriculum building (12). One justification for the concern of the central or provincial authority in the curriculum, apart from legal considerations, has been stated by Moehlman as follows:

. . . instruction is the supreme purpose of the schools and all activities and services essential to the successful operation and improvement of instruction must be considered as contributory. Organization and administration . . . are thus considered only as a means and not as an end in the achievement of instructional objectives (13).

Studies on curriculum must therefore be viewed as significant in the above context.

However, it appears from a review of the literature that the mechanism for curriculum building in Alberta--organizational structure and process--has not been investigated. Research on the school system in this province seems to have focused on its history, objectives, curriculum content, and general organizational problems such as "how to secure a school district that is large enough to be educationally efficient yet small enough to retain popular interest and control" (14). Four examples will be cited for illustration:

1. Byrne emphasized the importance of central planning of the curriculum in his research on the regulatory and leadership functions of provincial governments. One of his conclusions, applied to Alberta, was that

The Department [of Education] has not yet discovered the most effective methods of decentralizing planning to achieve local initiative and creativity within the provincial system (15).

2. The Alberta Royal Commission, 1959, reporting on the relation between the curriculum and administrative authority, stated that "the degree and nature of centralism in Alberta requires examination" (16).

3. Hodgson traced changes in emphasis and increasing breadth of scope of the Alberta School Curriculum between 1885 and 1963 (17).

4. Andrews found conflicting expectations for the tasks of the school among various groups (18).

In attempting to describe the curriculum building process in Alberta, the present study recognizes that in November 1965 the Department of Education circulated a document among members of one curriculum committee briefly describing the machinery for curriculum building (19). This pamphlet was intended for scrutiny and comment by that body alone. The Department also issues statements on the composition of curriculum committees in its "Guides". These, however, do not describe processes. The present study purports to be complementary to previous investigations of the history and tasks of the Alberta school

system, some of which have been cited. Such a study may interest professional as well as lay groups concerned with the curriculum building process in an era of educational change.

V. DEFINITION OF TERMS

The terms used in this study are explained in their context. However, the following are further clarified:

Aims, Functions, Goals, Objectives, Outcomes, Purposes, Tasks

These terms have been used synonymously by some writers. For example, what one writer refers to as "aims" of education (20), another labels "goals" (21). Saylor and Alexander claim that the terms "objectives, goals, and aims" have the same meaning, namely, what education sets out to accomplish (22). It appears that some authors make a distinction in terminology between what the school sets out to do specifically and immediately, such as teaching pupils to read, write and calculate; and what it hopes to achieve generally and ultimately, such as to create useful citizens. In this study the terms are used synonymously to mean whatever the school purports to achieve immediately or remotely, with its pupils.

Administrative and Classroom Views

These terms have been used in descriptions of the

roles of personnel involved in implementing educational change. The Administrative view has been defined as that view which places with instructional leaders the expertise related to change in curriculum structure and content, instructional techniques, pupil and instructional personnel organization, and school structure and design (23). Instructional leaders consist of department of education personnel including superintendents, school board executives, and sometimes principals. This view "does not allow power decisions to be made by the teachers or students" (24). "After the decision to change has been reached only then do teachers and students become involved" (25) to assist in trial and installation of the change. The Classroom view has been defined as that approach which recognizes that "the expertise related especially to curriculum structure and content and to instructional techniques rests with the grade specialist or the subject matter field specialist--that is, with the classroom teacher" (26). Administrative staff plays essentially a facilitating role relative to both the learning and the teaching process. The Classroom view therefore recognizes that meaningful and workable changes "must necessarily originate at the lower levels of the educational hierarchy" (27).

For purposes of this study, the definition has been limited to approaches to initiating change in the curriculum, particularly in content. The Administrative view is that

approach in which the process of changing the curriculum is initiated by the Provincial Department of Education which, by its organization and close contact with research, is well placed to provide the personnel or change agents for this function. The Classroom view is defined as that approach to curriculum change in which problems or concerns are first identified by teachers in their interaction with pupils; administrators such as principals, superintendents, and Departmental personnel now assume the role of facilitators in the process of change.

Curriculum

One source defines the curriculum as the planned engagement of learners--their "engagements in the various aspects of the environment which have been planned under the direction of the school" (28). Another defines it as "the total range of in-class and out-of-class experiences sponsored by the school" (29). Neither of these definitions refers specifically to subject matter. In this study the definition of the term, curriculum, is specific to subject matter, namely, the subjects prescribed as course content in the Alberta public school system.

Change

Griffiths defines "change" as "an alteration in the structure of the organization, in any of its processes, or in its goals or purposes" (30). This study limits the

definition to an alteration in the structure of, and the process adopted by, the organization for the building of curriculum.

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CHAPTER II

THE METHOD OF INQUIRY

In this descriptive study inquiries which were considered relevant to an understanding of the curriculum building process were made in several areas. They have been outlined in the present chapter under the following sections: background, the research method, the model, assumptions and hypotheses, and conclusions. The limits of the study were also stated.

I. THE LEGAL, HISTORICAL, AND THEORETICAL BACKGROUND

First, it was necessary to obtain an understanding of the role of provincial governments in Canadian education by examining the significance of what has been described as the "conceptual design and structural pattern" (1) of the education system. This entailed a study of the relevant statutes, for example, The School Act (2), and regulations (3). A study was also made of the theory of innovation and the approaches to organizational and curriculum change. This provided the basic material for an understanding of the role of the school in a changing society. Within such a framework the provincial authority was seen to play a crucial part in curriculum development. Most of this material will be presented in Chapter III.

II. THE RESEARCH METHOD

The method of inquiry used was what Borg describes as the "semi-structured" and "unstructured" interview (4) and which Best claims "describes and interprets what is" (5). Structure refers to "the amount of direction and restriction imposed by the interview situation" (6). The highly structured interview restricts answers to questions to "yes" or "no", or to one of a set of choices. In the semi-structured interview, only some of the questions are so restricted, others being open (7). The unstructured interview allows unrestricted expression of opinion. Because this was a study descriptive of the Alberta system, it took into consideration practices, points of view, effects and developing trends in curriculum building processes and tried to interpret them from the standpoint of a model described later in this chapter. The interview procedure was as follows:

1. The investigator prepared a simple questionnaire (Appendix A), which sought a description of the organization of the Alberta Department of Education for curriculum building. Data were also required on the individuals who participated in curriculum building, and on the manner in which changes were effected. This questionnaire was sent to the Director of Curriculum with a request for an interview. It was considered that the best single source of data for

the study was the Director who, under the Chief Superintendent of Schools, directed the machinery for curriculum construction. Despatch of this "semi-structured" questionnaire several days in advance of the interview gave the Director time to consider the answers and to collect relevant documents.

2. A similar procedure was used with a modified questionnaire (Appendix B) to investigate the role of the Alberta Teachers' Association and the Alberta School Trustees Association. It was assumed that these two organizations would be most concerned with public education: the A.T.A., because of professional interests; the A.S.T.A., because they represent local control of public education.

3. Although many of the questions asked of representatives of the other organizations were identical with those stated above in (2), the interview with those other organizations was more unstructured. The interviewee was either the president, or chairman, or curriculum representative who was authorized to speak on behalf of the organization. Opinion was also sought of school board officials other than the executive of the A.S.T.A.

III. THE MODEL

Description of the Model

The model used in this study (Figure 1) attempted to incorporate the concepts of Administrative and Classroom

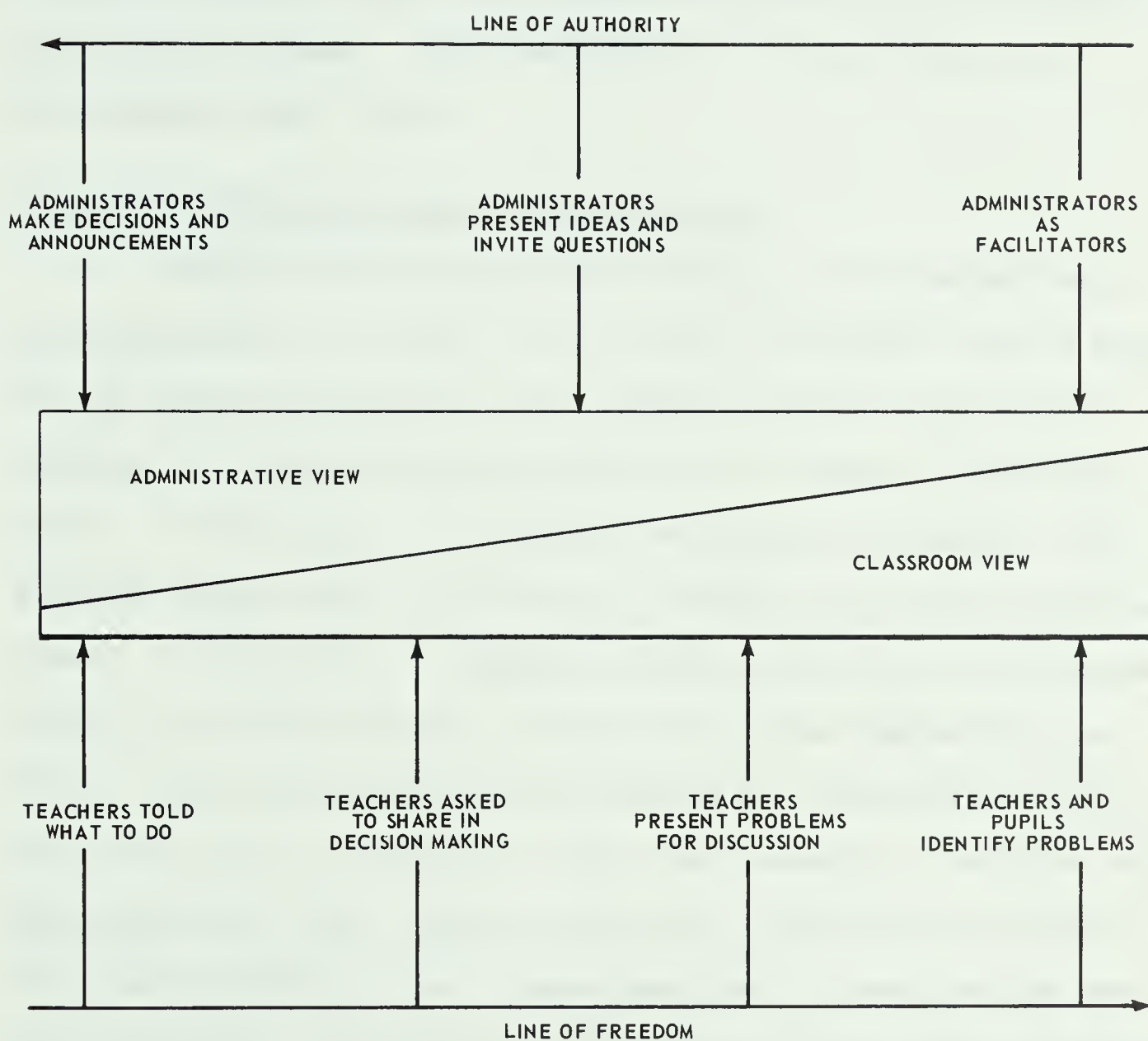


Figure 1: The Administrative-Classroom views of The Change Process.
Perhaps curriculum change should represent a compromise of views.

views, Authority and Freedom, as well as the roles of Administrators and Teachers in such a manner that conclusions could be drawn on the relationship between the provincial authority and the classroom teacher in initiating curriculum change. The description below explains this development more fully.

Administrative View and Classroom View

These two concepts were central to the model and were described by Ribble (8) and used by Ratsoy and Friesen (9) to indicate whether "one conceives of the classroom teacher as a professional person, or as a mere technician" (10). If the roles of teachers and pupils determined curriculum change then the process accorded with the Classroom view. If the roles of administrators determined curriculum change, then the process accorded with the Administrative view. The Getzels-Guba Role-Personality Interaction Scale (11) was used to represent those two concepts. Getzels and Guba developed that scale to show the interaction between role and personality in a behavioral act, based on the concept of social behavior as "a function of role and personality although in different degrees" (12). The present study made the assumption, for purposes of the model, that curriculum change was a function of Administrative and Classroom views in different degrees since administrators and teachers were both involved in this activity in Alberta.

Lines of Authority and Freedom

These concepts (Authority and Freedom) were described as polarities by Nash in his treatment of some of the major issues in educational philosophy (13). Authority was that which exercised a force or influence over persons. Freedom was the power to achieve, choose, or become (14). The investigator took the view that certain powers of the Minister of Education were delegated to administrators of the Department to carry on the work of the Department. Administrators were therefore invested with authority and their acts were considered as authoritative. The model indicated this by a line labelled "Line of Authority" which was equated with the Administrative view. Similarly the "Line of Freedom" was used to equate with the Classroom view the freedom which teachers and pupils might have to choose or identify concerns which started the change process.

Behaviors of Administrators and Teachers

The model showed three behavioral acts associated with the role of administrators, and indicated that these approximated to whether the Administrative view of change was more or less in evidence. The act of making the decisions and announcements was placed at the Administrative end of the scale, and the facilitative act, at the opposite end where the wielding of administrative authority was

least apparent. On the other hand four behavioral acts were ascribed to teachers, to show the degree of freedom they possessed. The change process was regarded as closest to the Classroom view when teachers and pupils were free to identify the problems that set the change action in motion. It was furthest from the Classroom view when the teachers were told exactly what they should do. The other acts of presenting problems for discussion and of sharing in decision making were placed in intermediate positions.

The model and the conclusions based on it will be discussed more fully in Chapter V.

IV. CONCLUSIONS

Although most of the findings of this study were grouped in Chapter VI under "Summary of Findings" other statements more closely related to the model were discussed in Chapter V and listed as "Conclusions" in Chapter VI. These conclusions referred to specific acts or behaviors of Departmental administrators and teachers. In the final chapter of the investigation some suggestions for curriculum organization and lay participation in curriculum building were also made.

V. DELIMITATIONS

1. The study described the organizational structure of the Alberta Department of Education with particular

reference to the Curriculum Branch of the Division of Instruction.

2. It further delineated the committee network as the instrument used by the Curriculum Branch for developing curriculum.

3. As an example of curriculum change, a description was made of the way in which such change was effected in the mathematics program of the Alberta public school.

4. A further delimitation was the extent of lay participation in curriculum improvement.

VI. LIMITATIONS

The validity of the conclusions reached in this study were subject to the following limitations:

1. Reliance was placed chiefly on information given by the Director of Curriculum and an Associate.

2. The operation of the Senior High School Curriculum Committee, the Junior High School Curriculum Committee, and the Elementary School Curriculum Committee was explained by the Director of Curriculum in broad terms. Members of these committees (except for an A.T.A. member) and the subcommittees attached to them were not interviewed.

3. Interviews with the Alberta Teachers' Association and the Alberta School Trustees Association were not strictly confined to the executive level.

4. Interviews were conducted only in Edmonton.

5. One of the criteria for lay participation in curriculum work was that the lay group must be province-wide. Nine such organizations met these criteria. Of these, the representatives from five organizations were interviewed.

VII. ASSUMPTIONS

The basic assumptions out of which this study developed were stated in Chapter I:

1. That since leadership in public school curriculum planning originates at the provincial level through the Department of Education, the Department possesses the resources and the machinery for performing this function.

2. That the schools, being publicly controlled and subject to a dual relationship as laid down by statute--that is, controlled by local boards which are subject to the provincial legislature--must adjust to public opinion and to some measure of public participation in determining the curriculum.

From these assumptions three hypotheses have been derived.

Hypothesis 1

The Alberta Department of Education uses personnel from a wide range of administrative, professional, and lay groups to build the curriculum.

This hypothesis recognizes the need for expertise

in the selection of curriculum content (15), and for understanding and communication among all the groups required to share in curriculum development. It subscribes to a principle which Moehlman describes as one of democratic partnership to safeguard against "absolutism in the exercise of the education function" (16). It also reflects the view that there are several participants in curriculum change (17).

Hypothesis 2

A function of the Division of Instruction of the Alberta Department of Education is to develop the instructional program which it does through a subdivision designated for curriculum planning.

The general trend in Canada with respect to the organization of a department for building the school curriculum, and stated in the hypothesis above, has been described by Campbell (18) and Swift (19). Such a division or branch is the instrument by which "the curriculum is devised, amended, edited, published, administered and explained" (20), the Director's major role "being a co-ordinator of the efforts of a large group of people" (21).

Hypothesis 3

Lay, or non-professional, participation in curriculum building tends towards a public relations function.

The legal right of school boards to control local

education has been determined by statute (22). Their right and the right of the public, either through individuals or through layman organizations to share in educational responsibilities in one form or another have been documented by several authorities in the curriculum field such as Saylor (23), and Huebner (24). But it has been stated that curriculum planning has become an area for increasing specialization. For example, Taba says, while many groups can serve in the total job of curriculum, "decisions on participation must rest on who can best do what, and not on a sentimental concept of democratic participation" (25). This problem becomes crucial with the advance of new theories of learning and the structure of knowledge propounded by Bloom (26), Bruner (27), Russell (28) and Phenix (29). The evidence seems to justify this hypothesis which reduces the level of lay participation to "influence" or "public relations".

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CHAPTER III

REVIEW OF RELATED LITERATURE

Introduction

In this chapter the point of view will be taken that any worthwhile investigation of curriculum building in Alberta must take cognizance of the constitutional acts and related statutes which place the responsibility for the provision of educational services on the province. Accordingly the legal basis of provincial power over education will be reviewed. This review is significant because it will have a direct bearing on the conclusions to be drawn from the model developed for the study.

Also to be considered is that the present century, especially the third quarter, is characterized by phenomenal change (1). Change, such as in the curriculum and in the formal organization for curriculum building, has become necessary in the Alberta school system, as will be pointed out later. However, demands for such change seem to indicate change in educational aims and therefore a brief discussion of aims would be relevant to the study.

It would also be necessary to take an overview of the theoretical basis for change in the curriculum and in the formal organization, and reference will be made to the part research plays in promoting change. This should be

useful especially in view of recent comments on the need for the Alberta Department of Education to promote a better program of research (2).

In accordance with the foregoing remarks this chapter will attempt the following:

1. To distinguish two major aims of education, the social and the intellectual, and to state the general aims of education in Alberta in relation to the other provinces of Canada.

2. To specify the main constitutional and other acts which are the source of the educational power of the province.

3. To relate the theory of organizational and curriculum change to the situation in Alberta.

I. AIMS OF EDUCATION

More than two thousand years ago Aristotle stated that there were "differences of opinion as to the proper tasks to be set" for education (3). Raymont also speaks of the difficulty of arriving at a definition of the aims of education for aims are concerned "not only with judgments of facts but also with judgments of values" (4). The difficulty is apparent in the arguments of educational thinkers. For example, Dewey (5), Conant (6), and Jacks (7) emphasize social aims. Others, such as Whitehead (8), Russell (9), and Bruner (10) attach importance to intellectual aims. Dewey

claims that education is coterminous with life and that any concept of aims as preparation is unsatisfactory (11).

Conant states that education is a social process and must serve social purposes (12); and Jacks, that there should be "an all round alliance between education and all that is vital in social activity, with labour in all its occupations, with leisure in all its desires" (13). Whitehead, on the other hand, insists that "education is the acquisition of the art of the utilization of knowledge" (14); it imparts an "intimate sense of the power of ideas" (15). Russell, also, states that education must produce the free man--"free because his mind has set him free" (16)--and further, society must "develop an education which will carry us beyond experience and into theoretical insights" (17).

It appears that whatever aim is stressed, that aim will find its critics. But perhaps the most vocal critics of present day education are those who support the intellectual aim, that is, education to develop the powers of the mind. Among these critics are Hutchins, Bestor, and Rickover. Ideal education, according to Hutchins, is the one that develops intellectual power. He is, therefore, opposed to the "marketable skills" (18) that Conant advocates. Bestor, too, disagrees with the view that "there is no aristocracy of subjects . . . Mathematics and mechanics, art and agriculture, history and homemaking are all peers" (19). Bestor's thesis accords with current theories of the

structure of knowledge and the use of the disciplines as curriculum content. Rickover's criticism of the American system of education is of much the same import as Hutchins' and Bestor's. His emphasis is on education for national security through trained intelligence (20).

Aims of Education in Alberta

The aims of education in Canada are usually stated in provincial publications which outline the objectives of the school, as well as in statements of Royal Commissions. In a summary of provincial statements of aims for Canadian schools, Enns states:

All are concerned with the development of children both as individuals and as prospective citizens of a democratic society. . . . In so far as emphasis on mastery of fundamental skills, development of appreciations, attitudes and understanding are concerned, statements differ primarily in terminology, not in intent (21).

With regard to Alberta, Andrews found disagreement both within and among groups on what the objectives of the school were (22). However, "this is a most healthy sign . . . Conflict is a measure of concern, but it is also a measure of development" (23). Statements on such disagreement also appeared in the report below.

The Report of the Alberta Royal Commission, 1959.

In its inquiry into the conflicting expectations of the various groups for the purposes of the school, the Alberta Royal Commission on Education (1959) reported that it was

in reflecting "acquaintance with a variety of philosophical views that the [Alberta] school attains its greatest intellectualizing power" (24). The Commission upheld provincial prescription (through the Division of Instruction of the Department of Education) of a basic program, a degree of testing and measurement, and standards of teacher certification, to safeguard general standards. But the Commission held that schools should be free to take local initiative to go beyond this basic program. This statement has implications for the question of controls and the accreditation of school districts to which brief reference will be made later in this study.

II. THE LEGAL STRUCTURE

In Chapter I it was stated that the structural pattern of education in Canada was founded on various legislative acts and statutes. This section seeks to identify the source of provincial responsibility and must therefore consider some of those acts and statutes which apply to Alberta. They will be grouped under two sub-headings; constitutional or national, and provincial.

Constitutional or National Acts

The responsibility of the provinces for education was established by the British North America Act of 1867 (Section 93) which stated: "In and for each province the Legislature may exclusively make laws in relation to

education subject and according to the following provisions" (25). The provisions safeguarded the rights of denominational schools in general and the right of appeal in educational matters by religious minorities. The other Act of significance was the Alberta Act which established and provided for the Government of the Province of Alberta (26). With regard to education it stipulated that Section 93 of the British North America Act, 1867, should apply to the province.

Provincial Legislation

The legality of the Department of Education's control in education in Alberta was established by the Department of Education Act which created a "Department" presided over by a "member of the Executive Council . . . to discharge for the time being the functions of the Minister of Education" (27). The Department was given the control and management of all schools, "public and separate," "teachers' institutes" (28), and other matters affecting educational operations.

The School Act made provisions for: the establishment of public and separate school districts; the constitution and operation of school boards; the foundation program; teachers; and other factors relating to the decentralization of authority (29). Section 451 of the Act stated:

The Department of Education prescribes courses of study for the use of teachers . . . The textbooks used by the

pupils in any school shall be those authorized or recommended by the Minister of Education.

Two other Acts are of importance to this study.

First, the Accredited School Districts Act authorized the establishment of Accredited School Districts and delimited their powers (30). Such power to be accredited was limited to "a city school district that had an enrolment of pupils in its school in excess of ten thousand" (31). The Act followed on recommendations of the Alberta Royal Commission of 1959. Second, the Teaching Profession Act "established and constituted under the name 'The Alberta Teachers' Association' a body corporate and public" (32). In giving the A.T.A. legal status, the province added the resources of the teaching profession to its own constitutional authority for educational purposes. The role of this body in curriculum making will be discussed in Chapter IV.

III. EDUCATION AND CHANGE

The educational organization tends to conform to the classical bureaucratic arrangement with its hierarchical structure, lines of authority, and specialization of functions (33). A simple illustration of this arrangement is provided by Figure 2 of the present study which shows the Curriculum Branch of the Department as having specialized functions, and the Director, accountable to others in positions higher on the hierarchical ladder. Organizations also

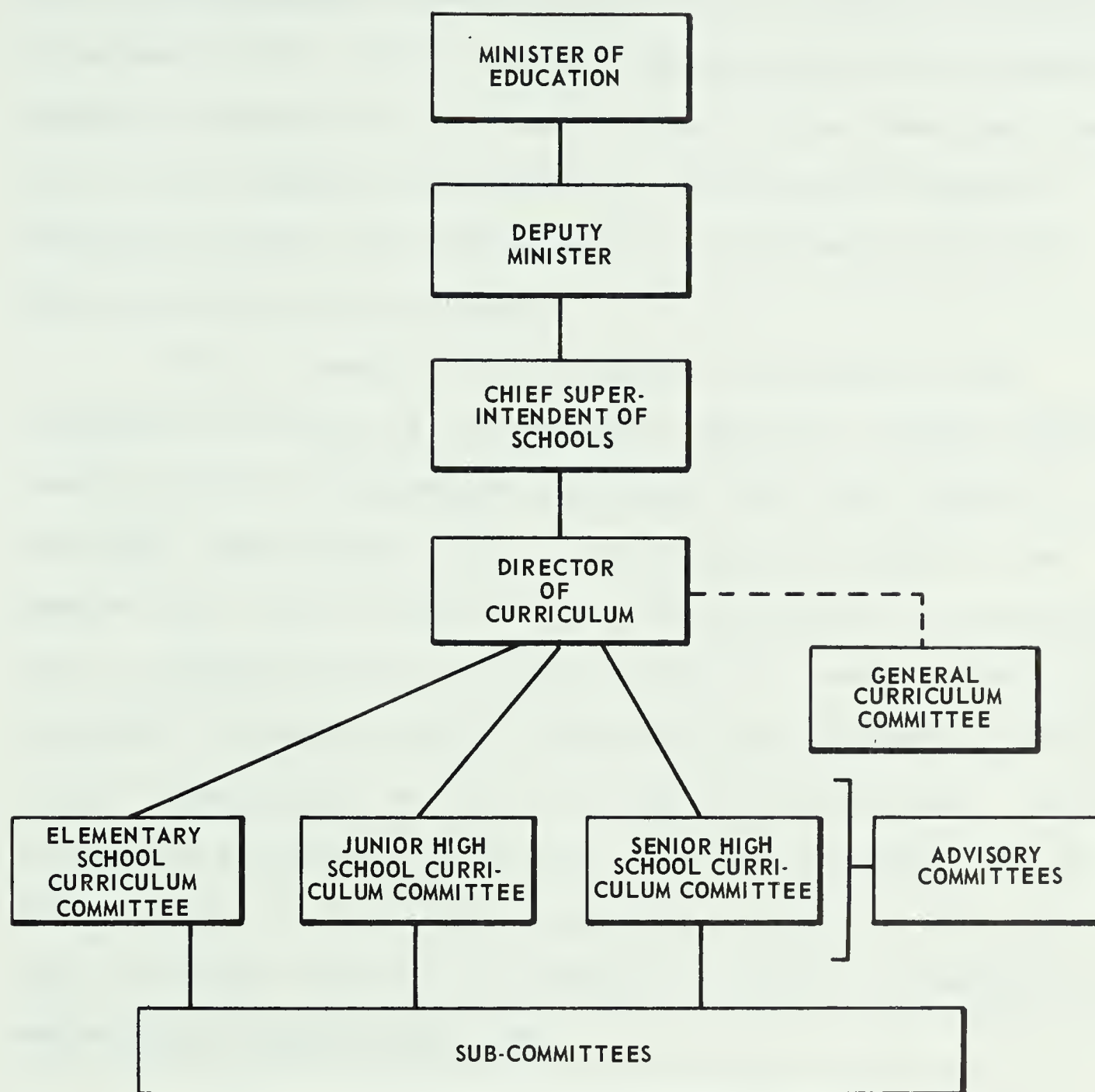


Figure 2: The Department of Education Curriculum Building Structure.

search for increasing efficiency, and in this search, insist on certain minimum standards which help to ensure uniformity of product (34). In the school organization such uniformity cannot be demanded in the strict sense of the term, but, in Alberta for example, provincial prescription of uniform minimum standards in curriculum is in conformity with the general bureaucratic concept.

In its search for efficiency, the organization changes in relation to the cultural setting. Culture itself adapts to the environmental challenge (25) which may be political and economic (36). For example, in Alberta the demand for a better education in better schools, as illustrated in centralization of school districts, seems to reflect a movement to secure greater efficiency and economy in educational organization as well as in quality of service. Such a demand also appears to reflect a healthy economic outlook (37), as well as a positive political attitude. This political attitude seems to be implicit in public statements of educational expectations (38).

Research

Change, however, is not merely a matter of adaptability (39) or of "organizational drift" (40). It is a result of planning (41). It calls for direct intervention to start the process going and this is the basic purpose of such research (42). One of the assumptions on administering

change, therefore, is that effective educational change is closely related to planned programs of study and research in school systems (43); in other words, research and change "should be brought together" (44). In this context must be noted the call for more active research to complement the work of the Alberta Department of Education in curriculum building. An Alberta Teachers' Association comment on such research is as follows:

Some vague reference is made to research activity in Bill 28, Alberta Legislative Assembly, 1967⁷ which may be conducted in the field of education. . . . With a budget of \$500,000 and aspirations to cure social, economic, education and other ills, the prospect for educational research does indeed appear remote (45).

There is a growing body of research on change processes, with different disciplines focusing either on the individual, on groups, or on the formal organization (46).

Rogers, whose approach focuses on the individual, gives a comprehensive bibliography of research in these areas (47).

It might be of interest to state here that in the present investigation, a measure of correspondence was noted between:

- (1) the five steps of awareness, interest, evaluation, trial, and adoption through which, as stated by Rogers, the individual passes in the adoption process (48); (2) the eight activities in the change process, ranging from research to institutionalization, as described by Ribble (49); and
- (3) the stages in the process of adoption of the modern mathematics curriculum described later in the study. This

correspondence was not pursued owing to the limits set to the investigation.

Many researchers claim that the administrator is the change agent in the educational organization. Among these researchers are Brickell (50), Carlson (51), Griffiths (52), and Rogers (53). The administrator is described usually as the superintendent, or the principal. The present study which limits the definition of administrator to central office personnel indicates that, in Alberta, the administrator is the change agent. Research has also identified many barriers to change. One of these barriers, the stability factor in organizations, is described by Brickell as follows:

A school, like any other institution, tends to continue doing what it was established to do, holding itself relatively stable and resisting attempts at restructuring. . . . Stability in the institutional structure makes for maximum output of the results that structure was designed to produce (54).

In Alberta, the structure for curriculum building must be regarded as stable for the reason described above. Perhaps this factor explains the resistance to demands for change. However, a statement has been made that the question of lay representation on curriculum committees is being reviewed (55).

A Model for Curriculum Change

Many models have been suggested for curriculum development, for example, by Saylor and Alexander (56), Downey (57) and Mackenzie (58). In Mackenzie's model a description

of the process of curriculum change is given as follows: the participants in change, having control of certain sources of power and methods of influence, proceed through various phases in a process to influence the determiners of the curriculum (59). Applied to Alberta, the description may be restated as follows: the Provincial Department of Education, having control of the financial resources and the legal power, proceeds through various phases of action initiated by administrative change agents, to influence students, teachers, subject matter, materials and facilities.

IV. SUMMARY

It is difficult to state the aims of education with precision. One consequence of this is the continuing criticism of educational objectives by educators and others. In Canada the aims or objectives of education are broadly concerned with the development of children as individuals, and as prospective citizens of a democratic society. In Alberta there has been disagreement on the objectives of the schools but this disagreement has been viewed as healthy.

The provinces of Canada are autonomous in educational affairs. This autonomy is based on the British North America Act of 1867. When the Province of Alberta was constituted by the Alberta Act of 1905 it accordingly assumed this responsibility. Provincial control is exercised through many Acts and Regulations; for example, the Department of

Education Act, The School Act, The Accredited School Districts Act, The Teaching Profession Act, and the Revised General Regulations of the Department of Education. These establish the legal basis for centralized decision-making in curriculum matters.

The school system has been concerned with change on an increasing scale in accordance with the modified expectations society holds for it. Research helps in the formulation of theories and principles by which change can be induced. Change in the curriculum is inevitable to keep abreast of social and technological change.

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CHAPTER IV

CURRICULUM BUILDING: STRUCTURE, PROCESS, PARTICIPATION

I. INTRODUCTION

The legal foundation of a provincially-controlled educational system was described in Chapter III. The present chapter will describe the Curriculum Branch of the Division of Instruction of the Alberta Department of Education--its organization, and the personnel it uses for curriculum development. To illustrate change procedure, reference will be made to the "modern" mathematics curriculum now being adopted in the schools. A section of this chapter will also describe the roles of the professional and lay public organizations in curriculum building. This is in accordance with the assumptions that public control of education implies public participation in curriculum planning, and that teachers as professionals are concerned with the curriculum. Before this is done, however, it will be necessary to make a statement on the organization of the relevant division of the Department.

The political head of the Alberta Department of Education is the Minister of Education, whose chief officer, the administrative head, is the Deputy Minister. The Department is organized under two main divisions, Instruction, and

Administration; the first, headed by a Chief Superintendent of Schools; the second, headed by a Director of School Administration. The Chief Superintendent's areas of responsibility include curriculum, special educational services, records, the correspondence school, and supervision (1).

The Director of Curriculum, who heads the Curriculum Branch, can be regarded as a staff officer who reports directly to the Chief Superintendent of Schools whose major duties are "to coordinate the work of the Instructional Division and to provide leadership to the staff of provincially and locally employed superintendents" (2). The Director of Curriculum occupies a line position in relation to his three colleagues, the Associate Directors of Curriculum for High Schools, Elementary Schools and Education Media or Audio-Visual Services. The post of Associate Director of Curriculum for Educational Media is a recent creation (1967). The duty of this official is to "assist curriculum committees of the Department to incorporate in their publications advice with respect to the use of technological aids," as well as "to serve as a consultant not only in curriculum planning but also for instructional improvement" (3). The title of "Associate" was formerly designated "Assistant". Decisions taken by the Curriculum Branch must be regarded as recommendations to the Minister in accordance with the organizational structure of the Department.

II. PERSONNEL

Four categories of personnel are utilized in curriculum building. Except for permanent Departmental personnel, participation is on a rotating basis. Educational administrators, university personnel, and representatives from the Alberta Teachers' Association and from associations of laymen comprise the curriculum builders of Alberta (4).

1. Administrators. These include the Director, his three Associates, supervisors, superintendents, inspectors, and administrators of city systems.

2. University representatives. These are mainly professors invited to serve by the Director who consults their respective deans. They are a main source of contact with on-going research.

3. A.T.A. representatives. The Director co-opts these, normally after nomination by the Association. They comprise at least fifty per cent of the membership of the sub-committees (5).

4. Organizations. Represented are the Alberta School Trustees' Association, and eight other province-wide organizations.

III. THE COMMITTEE NETWORK

The operational design of the Curriculum Branch is the "committee network" (6), a system of four curriculum committees and several sub-committees as illustrated in

Figure 2. These plan curricula for the high schools and the elementary school. One of the four, the General Curriculum Committee, deliberates on general educational matters as well as on curriculum. The Director of Curriculum is chairman of the four committees.

The Provincial Senior High School Curriculum Committee

This is a policy committee, a source of final recommendations to the Minister on the Senior High School curriculum. It is advised by some thirty sub-committees and advisory groups each of which is chaired either by a university professor, a high school inspector or another Departmental officer. It comprises twenty-five persons representing the Department, the universities, the high school inspectorate, the cities of Edmonton and Calgary, the Alberta Teachers' Association and two lay organizations (7).

The Provincial Elementary School Curriculum Committee

This consists of fourteen members: the Chief Superintendent, the Director of Curriculum, the Associate Director (Elementary) of Curriculum, two professors, two school superintendents, two assistant superintendents, three A.T.A. representatives, and one each from the Alberta Federation of Home and School Associations and the Alberta School Trustees' Association (8).

The Provincial Junior High School Curriculum Committee

The eighteen members of this committee are: The

Director of Curriculum and his three Associates; The Chief Superintendent of Schools and two other superintendents; the supervisors of Home Economics and Industrial Arts; an elementary education consultant; one representative from the universities and three from the A.T.A.; and one each from the A.S.T.A., the Edmonton and Calgary Public School Boards, and the Federation of Home and School Associations (9).

The Provincial General Curriculum Committee

Of the twenty-eight members of this committee, eleven represent lay organizations, eight are senior officials of the Department, and nine represent the universities, the A.T.A., and the Edmonton and Calgary School Boards. The Departmental officers are: The Chief Superintendent, the Directors of School Administration and Vocational Education, a high school inspector, a superintendent of schools, the Director of Curriculum and the three Associate Directors of Curriculum (10).

Other Committees

Other provincial advisory committees serve Audio-Visual Services, Business Education, Guidance, High School Technical-Vocational Education and Industrial Arts Policy (11), as well as other purposes to be presently outlined.

IV. ARTICULATION

The program of studies which the public school undertakes must allow for progression through the subjects and

through the grades. Articulation must therefore be maintained through all levels of the school structure and also outside of it. The committee system is used for this purpose, as described below.

Post-High School Articulation

Three main committees maintain liaison at this level with the universities, business, and industry: The Joint Committee to Co-ordinate University and High School Curricula; the Business Education Advisory Committee; and the Technical-Vocational Committee (12).

The Joint Committee. This committee, established in 1940, consists of twenty-two members, eleven from the universities, and eleven from the Department, the A.T.A. and the school boards. It acts as a forum to discuss matters of mutual interest to the universities and the Department, for example, the revision of matriculation requirements, and recently, a new Social Studies 30 program.

Business Education Committee. Established in 1951, this group comprises members of the Senior High School Subcommittee on Business Education and representatives of business organizations. Through it, employers have been informed of the objectives of the high school business education curriculum.

Technical-Vocational Committees. These committees enable the Curriculum Branch to work in co-operation with the Institutes of Technology and keep in touch with the industrial world.

Public School Articulation

Two committees have been set up to deal with articulation within the School: the Programming Committee and the Co-ordinating Committees.

The Programming Committee. One committee was constituted in 1950, and another in 1961, to assist the Senior High School Committee in maintaining coherence in its plans for curriculum revision. Some of the things that have been done include: making recommendations for the revision of requirements for the high school diploma and the patterning of high school subjects and their credit values; and making recommendations on the types of vocational courses acceptable in the high school program.

Co-Ordinating Committees. Major revision of programs involves co-ordinated participation of specialists and generalists in all twelve grades of the school to secure vertical articulation. Co-ordinating committees are used for this. The method of overlapping membership is also used, in which one member serves on both senior high and junior high school sub-committees. Directors of curriculum, too, are involved at all three levels--with committees as well as with

the sub-committees. The basic function of these co-ordinating committees "is to review the total program . . . and to maintain a proper relationship among its parts" (13).

V. CHANGING THE CURRICULUM: A METHOD

Perhaps it would be useful at this stage to describe procedures in changing the curriculum so as to illustrate the functioning of the committee network. A new mathematics curriculum, now being implemented in the school system, would serve as an example. Implementation of this curriculum began in elementary schools in 1962. Full implementation in Grade X should be in process by September 1968 (14).

The New Mathematics: First Phase

The stimulus for change in the mathematics curriculum derived chiefly from American studies and research, and the publication in 1957 of "Insights into Modern Mathematics" by the National Council of Teachers of Mathematics (15). This stimulated the formation of the School Mathematics Study Group in 1958.

Meanwhile an Associate Director of Curriculum had reported to the Elementary School Curriculum Committee on developments in mathematics. In 1958 both Associates attended a mathematics convention in Chicago, for the Elementary School Curriculum Committee had called for further investigation. Informal meetings with other Departmental officials gave support to the opinion that the new program should be

further investigated and the Elementary School Curriculum Committee set up a sub-committee on mathematics. It did not meet until April, 1959, almost a year afterwards, for it seemed "acceptance of the new ideas was not rapid" (16) among the teachers.

The New Mathematics: Second Phase

By the spring of 1959 teacher study groups had been set up in Grande Prairie, Edmonton, Calgary, Taber, and Medicine Hat. During the next five years the mathematics sub-committee held several meetings. It was assisted by the work of a Joint Committee on Mathematics formed by the Ministers of Education of Alberta and British Columbia (17). Meanwhile the Elementary School Curriculum Committee continued to take the initiative in a series of steps involving dissemination of ideas, trial, and evaluation of the new program. The sub-committee studied the content and point of view of various programs advocated for the elementary school. Evaluation booklets appeared, and experimental classes were organized and tested over a six-month period. Teacher study groups were also formed to examine and evaluate the new texts. In April, 1961, the Elementary School Curriculum Committee recommended to the Minister that a new mathematics program, using two alternative texts, should be introduced in September, 1962. This gave teachers and administrators a year in which to prepare for the new program.

Inservice Training Program. The launching of a new program in curriculum appears to involve both teachers and superintendents in inservice training programs. Such programs were undertaken by the Department, the Alberta Teachers' Association, the universities, the local school systems, and other groups. For example, a Superintendent of Schools (a specialist in mathematics) was appointed by the Department to work full time on the new project. With one of the Associate Directors of Curriculum, he met teacher groups and all superintendents at zone meetings to discuss matters such as the psychology of the new program and inservice training. The A.T.A. disseminated information and conducted seminars. Summer and winter mathematics courses at both university campuses in Edmonton and Calgary were adapted to train teachers in the new mathematics. Local school systems organized special studies for principals and teachers. Local Home and School Associations held orientation meetings.

The New Mathematics: Third Phase

Local school systems were left free to decide the manner of adoption of the new texts. In September, 1962 the majority of systems had adopted them in Grades I, II and III, and about one-third had adopted them in all grades, I to VI. By June, 1965, nearly all school systems were using the new text books in the elementary grades, and junior high schools were ready to begin adoption (18).

The Junior High School Curriculum Committee, like the Elementary, had been working on the new mathematics program and in 1964 the Minister announced its introduction into Grades VII to IX, commencing in Grade VII in September, 1965. Similarly, the Senior High School Curriculum Committee announced its preparedness to adopt the new curriculum beginning in Grade X in September, 1968, following a transition period starting in Grade X in September, 1965 (19).

The foregoing example which has been used to illustrate the process of curriculum change in Alberta also exemplifies the statement in Chapter III, that change is not mere adaptability, but is the result of planning and is based on research. Whatever the steps followed in the process of adoption of the modern mathematics, those steps generally accorded with procedures which research has tested as effective.

VI. PROFESSIONAL AND LAY PARTICIPATION

The Alberta Teachers' Association

Over the past thirty years, many formal relationships have been established between the Department and the A.T.A. in curriculum building. For example, the A.T.A. is represented on the Department's curriculum committees and on all subject sub-committees. Besides, many members of the Department's specialist councils are members or officers of the A.T.A. Selection of the curriculum

committee members from the Association is now made by the Association itself. The Director of Curriculum still appoints at the sub-committee level (20).

The A.T.A. held that its representation on all committees should be increased, and that there should be greater local autonomy in curriculum building so as to bring the school into closer harmony with local conditions. Moreover, local associations should be encouraged to participate in curriculum study in various ways such as through the setting up of education committees on different aspects of education (21).

In a Brief to the General Curriculum Committee of the Department in October, 1966 (22), the A.T.A. stated that while the curriculum building structure was well developed in Alberta and largely effective, change was necessary in the light of recent educational developments. According to Bride:

Procedures for developing curriculum in Alberta have not changed, to any appreciable degree, over the past thirty years. There is not now, nor does it appear that there will be in the near future, any planned action on the part of the Department of Education to conduct an objective appraisal of the present curriculum development structure (23).

The investigator has summarized some of the changes the A.T.A. recommended as follows (24):

1. Continuous leadership by specialists, and curriculum building reorganized on a subject matter rather than on a grade level basis.

2. Continued and independent lay influence in

curriculum building--a lay advisory committee to advise the Minister directly.

3. Active research to complement the work of committees.

4. A single curriculum programming board to replace the existing committees.

Departmental comment on these proposals is that "they are under review" (25).

The Association's plan for a new structure is represented in Figure 3.

Lay Organizations

Representation of the public in curriculum building is limited to lay organizations which meet the following criteria: (1) the organization must be province-wide; (2) it must have an education committee; (3) it must have ample opportunities for the two-way process of communication with, and feedback to, its members, and (4) it would nominate a person genuinely interested in educational matters (26).

Nine organizations have met these criteria: Alberta School Trustees' Association, The Alberta Federation of Home and School Associations, the Alberta Chamber of Commerce, the Alberta Federation of Labour, the Alberta Women's Institutes, the Farm Women's Union of Alberta, the International Railway Brotherhoods, the Imperial Order Daughters of the Empire, and the University Women's Club (27). These organizations comprise some 40 per cent of the membership of the General

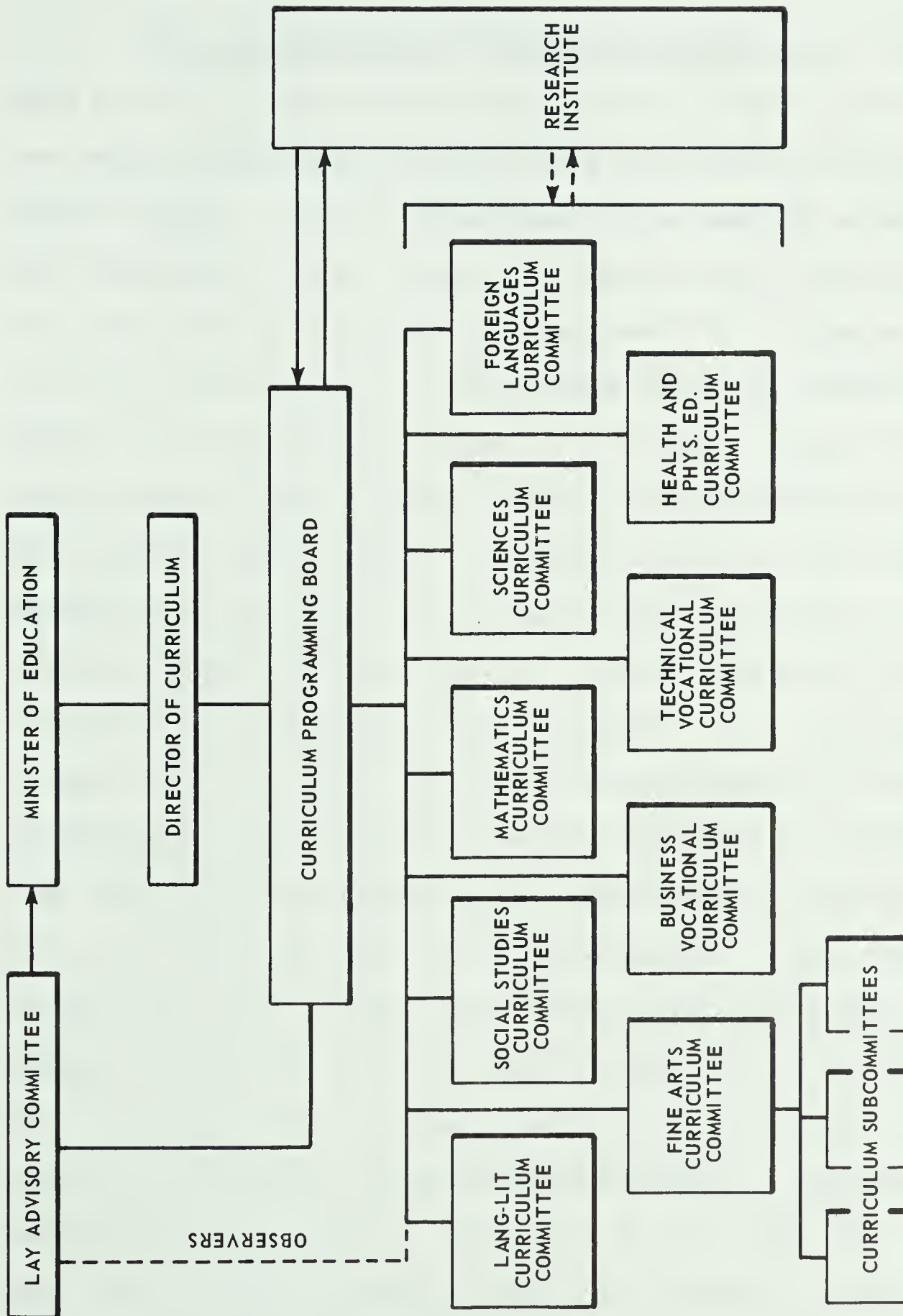


Figure 3: The A.T.A. Proposed Curriculum Building Structure
(From The A.T.A. Magazine, 47:21, May 1967.)

Curriculum Committee--eleven in a committee of twenty-eight.

The Alberta School Trustees' Association. Incorporated by Act of the Alberta Legislature in 1939, this body is the major organization representing the direct interests of school boards. It is represented by one member on each of the elementary, junior high, and senior high school committees, and two on the general committee (28). However, A.S.T.A. participation in curriculum building seemed in effect to be expressing whether or not the Trustees felt the public would accept certain courses, or wanted more of one and less of another (29). A further A.S.T.A. view was that perhaps its participation in curriculum development could hardly be more effective until a greater number of professional educators became school trustees. The investigator thinks, however, that some people would oppose this idea. Concern was also expressed over the rapidity of change, and that there was not always enough time between an announcement of a new curriculum and its implementation. Since many changes had implications for finance, personnel, and other things, school boards found rapid change "disconcerting" (31). Another view expressed was that the A.S.T.A. had few policies on courses and curriculum building. The persons representing the A.S.T.A. "have had to use their own judgment when a matter came up" (32) in an effort to reflect what they would consider to be the views held by a majority of their members. "They [A.S.T.A. representatives] have

usually been people who were in sufficiently close touch with parents and the community to reflect many of the views held" (33).

The investigator summarizes the viewpoints of the A.S.T.A. and other individual representatives of school boards as follows:

1. Boards were not in favour of curriculum changes which did not give them sufficient time to work out the financial and other implications.
2. Boards seemed to favour more freedom for their systems and their teachers to develop courses from basic outlines.
3. More consultation between teachers, boards, and Department was favoured.
4. The public relations function of the curriculum committees was regarded as valuable and should be retained. However, more scope should be given for the expression of public opinion and the dissemination of information.
5. There was need for strengthening the Curriculum Branch with better finances and more permanent and suitably qualified staff.
6. The Department should consider building up a strong research section.

The Alberta Federation of Home and School Associations. This organization also has a representative each on the Senior High School, Junior High School, and Elementary

School Curriculum Committees. Like the A.S.T.A. it thought its voice ineffectual in committees dominated by Departmental officials and professionals (34). However, the Federation saw itself playing a vital role in education and competent to assist in the determination of policy. It conceded that the "how" was the business of the professional educators but that it should get a bigger share in decisions on the "what" and the "why". First, the children belonged to the parents who had not relinquished responsibilities to share in their children's socialization, in which process the school was only one of several agents. Second, it was unsound policy for school systems to leave parents only negative ways of affecting policy "such as moving their residence to counter unpopular school zoning and other arrangements" (35). The Federation was not happy with the General Curriculum Committee, "a place where information was disseminated and opinions seldom asked" (36). It was hardly a forum for discussion of the curriculum since it met only twice a year (37), once in the spring and once in the fall (38), and there was little time for debate. It functioned as a "sounding board" (39). Unable, as a single unit, to affect significantly curriculum committee resolutions on what should be included as content, and without the expertise to advise the teachers how they should teach, the Home and School Associations considered that their major function was to remove doubt and distrust and fear from the minds of both

parents and teachers; in other words, to prepare the home atmosphere in relation to which the school could best perform its functions (40).

The Alberta Women's Institutes. With regard to the Institutes' representation, and in response to the interviewer's question, what could a lone voice do in such professional company, the answer given by the A.W.I. representative was: lay organizations had 50 per cent representation on the General Curriculum Committee's Public Relations sub-committee on Education. The purpose of the sub-committee was to disseminate ideas on questions on which the public had a right to be informed "to ensure that articulation in principle became articulation in practice" (41). The lay groups helped in the dissemination of these publications which were issued three or four times a year. A further statement made was that while the lay organizations could not dictate curricula in the General Curriculum Committee "they could certainly help in indicating the broad policy most acceptable to the public who paid the taxes" (42). In this regard "laymen did play their part and their presence on such forums served the best interests of good public relations" (43).

The Farm Women's Union of Alberta. This is the education, health and welfare arm of the Farmer's Union of Alberta (44). The Union claimed that in any discussion on

curriculum or other educational matters, a point was always reached when professionals must listen to laymen. The Union representative did not support the A.T.A. position for separate lay representation in curriculum matters. "Two committees, lay and professional, could not go to the Minister: the former was bound to wield a political influence, effective, but not always the best" (45).

The Alberta Chamber of Commerce. Although the Alberta Chamber of Commerce, "a voluntary federation of 118 autonomous community chambers of commerce and boards of trade throughout the province" (46), did not have a permanent education committee, some of the larger constituent chambers, for example, Edmonton, Calgary and Lethbridge, had permanent committees to deal with educational matters (47). The Chamber's representative on the General Curriculum Committee was usually "a member who was knowledgeable in the field of education," and "who most likely had served on the education committee of a constituent chamber" (48). The Chamber's point of view was that education was so vital to the economic welfare of Alberta, and to the nation, that Chamber representation on the General Curriculum Committee was useful and necessary. The following criticism, however, was made of this committee: first, it had no definite terms of reference; second, it did not meet often, for instance it had not met for a year prior to June 1968 (the date of the interview in connection with the present study); and third, the infrequency of meetings

meant "there was little feedback on recommendations made to the committee," in which circumstances "the Chamber felt that much of its time was wasted" (49). Nevertheless, the Alberta Chamber of Commerce influenced and participated in education in other, and more direct ways. For example, it conferred with the Provincial Cabinet once a year on educational and other policies (50). The inference the investigator makes on the above statement is that the Alberta Chamber of Commerce is in a position to exert a direct political influence on education.

Perhaps a relevant reference can be made to the Edmonton Chamber of Commerce. "As a prime user of the educational produce" (51) the Edmonton Chamber attempted to close the gap which existed between its own ideas of what the school should produce, and the expectations of the Department, the universities and the public. This chamber was therefore co-operating with the Department, the University of Alberta, and the Edmonton school boards in educational programs. More directly, it disseminated literature, and arranged talks to students at various levels on trade, agriculture and general business and industrial matters. It was also a member of the Edmonton Vocational Guidance Advisory Committee, a body constituted a year ago through the efforts of the vocational guidance heads of the Edmonton school boards. This committee, as the name suggests, aimed at providing more effective vocational direction for students (52).

VII. SUMMARY

The legal head of the provincial Department of Education in Alberta is the Minister of Education, an elected member of the provincial legislature, whose chief executive officer is the Deputy Minister. Curriculum building is a responsibility of the Division of Instruction. The Curriculum Branch of this division is under a Director who is assisted by three Associates. Curriculum building involves administrators, the universities, teachers, and lay groups. The basic structure of curriculum construction is the committee network. There are four committees and several advisory sub-committees mainly of a specialist nature. Articulation is maintained throughout the system by formal and informal relationships, by publications, conferences, and committees to ensure that the public knows what is being done in education.

This chapter used the changeover to a new curriculum in mathematics to illustrate the operation of the committee network in effecting change. Awareness of new concepts in mathematics came to Alberta by 1957 with various publications, especially from the United States. In Alberta, leadership came from the Department.

The teaching profession shares in curriculum making in this province through the Alberta Teachers' Association. The public groups have only "token" representation on the Senior High School, Junior High School, and Elementary

School Curriculum Committees, but they are well represented on the General Curriculum Committee through nine lay organizations. This General Curriculum Committee does not build curriculum. Its chief function is to bring public opinion to bear on curriculum development and to interpret and explain educational matters to the participating bodies.

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CHAPTER V

DISCUSSION OF FINDINGS: THE MODEL, AND HYPOTHESES

Introduction

In Chapter IV the organization of the Education Department for curriculum development was outlined, the curriculum change process described, and the participants in curriculum development listed with particular reference to the A.T.A. and lay organizations. This chapter will: (1) discuss the findings of Chapter IV with reference to the questions stated in the problems and sub-problems of the study; (2) relate some of the findings of the present study to the model described in Chapter II; and (3) state the results related to the hypotheses listed in Chapter II. The discussion that follows is based on the investigation described in Chapter IV, as well as on other findings arising out of the interview situation.

I. THE PROBLEM

The major problem with which this study was concerned was stated in three questions: How is the Department of Education organized for curriculum building in Alberta? Who determines the changes to be made in the curriculum? How are the changes made?

Organization

The organizational structure of the Alberta Department of Education separates public school education (that is elementary, junior high, and senior high school) from vocational education, although some form of vocational training is carried out in the composite high schools. Such an arrangement, that places some aspects of curriculum planning directly under the Deputy Minister and not under the Division of Instruction, appears to serve two purposes: First, by limiting the span of control, "improved performance of tasks" (1) may be achieved. Second, and perhaps more important, this arrangement appears to harmonize with what has been called "the Federal era in vocational education" (2). This is a reference to the Technical and Vocational Training Assistance Act which provided for Federal aid towards the capital expenditures and operating costs of vocational education in the provinces for six years (3). In reviewing the contribution of the twenty-eight composite high schools, the point was made that:

Our Departmental Curriculum Branch moved quickly to establish committees which set about planning vocational and technical programs . . . bearing a closer relationship to general education, particularly in mathematics, science and English. A unique feature of curriculum planning in this province was the careful articulation of high school technical programs with those of the technical institutes. (4).

However, the investigator takes the view that such an organizational pattern does not seem to give the school curriculum the unity that is advocated by modern theories of

curriculum development. There seems to be need to co-ordinate the total instructional program--elementary, junior high, senior high, and post-high school, and all the services that now fall under the two sections above--under one Division of Instruction. This may promote better co-ordination and give a finer balance and perspective to the different levels of the curriculum.

Moreover, an organizational pattern that co-ordinates the instructional division under one authority would have implications for the structure and personnel of a curriculum department. The A.T.A., for example, recommended a curriculum programming board and a lay advisory committee as an alternative to the present structure (5). Departmental comment on the suggested board was that it was "infeasible and ponderous" (6). With reference to the A.T.A.'s suggested subject committees, each to build a program for all grade levels, the following comment was made:

While the idea of more curriculum specialists is good--and this has always been advocated by the Department--it would be very difficult in the near future to provide personnel equally competent to advise at all grade levels within a single subject field (7).

The Department itself, although "not too happy with the functioning of the General Curriculum Committee," (8) did not see such a lay committee as a better alternative.

The Determination of Change

From the illustration of the change to the modern mathematics curriculum it is apparent that change was initi-

ated by the Department itself, that is, by administrators and curriculum specialists at headquarters through their close contact with universities and on-going research. But is this always true? The answer to such a question would call for a listing of the curriculum changes and an investigation of the manner in which they were brought about. This was beyond the scope of the present study. However, Hodgson made the statement:

. . . that few significant changes have taken place in Alberta schools as a result of educators' opinions alone . . . but most general changes have occurred because the central authority has adapted schools to the changing nature and demands of society. (9)

A query was raised by the investigator whether the Department tried to maintain the position in which awareness of change made its first impact at the provincial, rather than at the local, level. The Department treated the question as "open-ended" (10) and did not give a definite answer. However, one school board claimed that the Department had no monopoly on prior knowledge of change--city systems, for example, had administrators and curriculum specialists who also strove to lead in their awareness of change and desired to try out new ideas (11). But, according to this view, "Departmental controls were a brake on progress" (12).

This question of controls is significant. It appears that the Alberta Royal Commission, 1959, was emphasizing the partnership principle and de-emphasizing the control factor when it made recommendations for the accreditation of school

districts (13). Perhaps the "Act to enable the Granting of Greater Independence to Certain School Districts", otherwise known as The Accredited School Districts Act (14), which was passed in 1963, has implications for what might be labelled the factor of rigidity of Departmental control.

Two opposing views have been expressed on accreditation. One view is that it is unlikely that several systems will accept accreditation until certain arrangements have been worked out. At the moment, there is lack of clarity in the Act on the Foundation Program and teacher protection (15). The Act, for example, gives no guarantee that the province will assist accredited school systems beyond the Foundation Program. The conclusion to be drawn from this viewpoint is that accreditation in its present form does not guarantee much more freedom.

The other view is that there is considerable freedom for boards to choose from a wide range of courses within the provincial educational system, provided a certain prescribed minimum is offered. Therefore, no advantage would necessarily be gained if boards opt to use their own programs and textbooks instead of those prescribed by the Minister (16). In other words, there is flexibility even without the accreditation of school systems.

A Departmental statement relevant to the question of control deals with examinations: "The concept of the examination in Grade IX as a hurdle had finally been dropped . . . it now had become a guidance device" (17). The inference

here is that the prescribed textbooks which once were very important for examination purposes are no longer so important. Another Departmental view is that accreditation of individual school programs is "in progress and many schools have taken advantage of it" (18), for example, such schools award high school diplomas based on internal assessment of pupils from a wide range of approved courses. Departmental examinations are compulsory at the Grade XII level only for university entrance (19).

From the above statements the study draws the conclusion that, subject to certain minimum requirements, there is flexibility of control of the curriculum within the provincial system. However, flexibility is reduced with respect to Departmental examinations aimed at university entrance, teacher training and certification, and other operations listed in the Department of Education Act.

How are Changes Made?

The investigation reveals that there are two features of curriculum change in Alberta. One concerns the ongoing process of review, adaptation, revision and small scale experimental trials. The other may be termed major change. Both employ the committee network and the generalists and specialists of the educational system (20). The second aspect was examined in Chapter IV. The adoption of new courses in Social Studies 30 and English 30 in the Fall of 1967 appears to illustrate the first feature. The new Social

Studies 30 program, for example, represents a joint effort by Department and universities. The process started about six years ago when the Joint Committee (that articulates university and high school curricula) reported that the high school program did not meet certain university requirements. In the course of time the original committee of fifteen left a core of five which produced the new syllabus (21). A general Departmental statement on program building is that in every subject, at the three levels of the public school, it "proceeds in an analogous manner $\sqrt{\text{to the modern mathematics}}$, with modifications dictated by the extent of the revision required and the circumstances under which it is undertaken" (22). Another statement is that the rotating nature of committee and sub-committee membership in effecting change brings new thinking into the work of the committees. The committees which are convened for the matter in hand may serve for months or for years. Membership in the sub-committees, however, tends to change more frequently than in the committees (23).

II. SUB-PROBLEMS

Lay Participation

It was stated that lay organizations are represented somewhat in the provincial elementary and high school curriculum committees, and that they constitute the largest single group in the General Curriculum Committee. They are not represented in the subject sub-committees where course

content is worked out (24). Such representation has been described as having chiefly a public relations value. The lay organizations are provided an opportunity to discuss curriculum and other matters "with leading educators and to bring to the attention of the Department the views of their organizations" (25). However, laymen as individuals and as groups, do exert a political influence which may be direct, as is exemplified in the recent demand to remove a short story from an English text. A new edition of this story is being authorized (26). The direct access of the Alberta Chamber of Commerce to the Provincial Cabinet is another example.

The Model: Administrative and Classroom Views

The second sub-problem with which this study dealt was stated as follows: Which view of curriculum change is characteristic of Alberta, the Administrative view, or the Classroom view? According to the model described in Chapter II, authoritative or Departmental acts were linked with the Administrative view, and freedom by teachers to initiate change was related to the Classroom view. The Alberta situation is discussed in this section of the study.

According to Jones, change is "most effective when classroom teachers become excited. New programs succeed only if participating teachers enthusiastically support the change" (27). Whitehead's view is that no "absolutely rigid curriculum not modified by its own staff should be permissible"

(28). Taken together, these two statements might offer one explanation of the difficulty for the modern mathematics idea to gain acceptance by the first sub-committee that met to discuss it (29). The Administrative view appears to have been in evidence in this case. However, in Alberta, the Administrative view, in which the Department makes all the real decisions as key personnel or change agent, is held to be justified:

In the light of the loci of power in such matters as approval of textbooks for use in Alberta, the nature of the curriculum, standards for graduation and approval of school design (30).

There is also some indication that textbook publishers exert a strong influence both as initiators and inhibitors of change, and in this province, are associated with the Administrative view, since textbooks are Departmentally controlled. "They [publishers] spend enormous sums to develop programs and their influence is noticed especially in mathematics and reading in this province" (31). That the new mathematics could be implemented in 1962 was almost entirely due to the availability of new textbooks. But "textbook publishers, as businessmen, seek guarantees that their publications would be in use by a system for certain minimum periods (three years, say)" (32). Textbooks and textbook revision, therefore, have business implications, and these in turn affect curriculum change.

On the other hand, implementation of the Classroom view would mean an organizational arrangement to allow

teachers and students the opportunity to play central roles in initiating change. For students it would mean scope to express their views about the efficiency of instructional materials and teaching technique, even course content. For teachers it would mean an organizational pattern of involvement, such as local and regional curriculum centres with small permanent staffs for continuity and large revolving staffs of teachers studying, demonstrating, and selecting innovation for trial (33). According to Kurland, a "Department of Education that joins measures like these to its legal authority becomes a powerful agency for change" (34).

The investigator is of the opinion that in a situation such as Alberta's, in which the province is legally responsible for education, and in accordance with other factors outlined in the present study, such as the Classroom view, an Administrative-Classroom compromise would be an interesting approach to curriculum change. In other words, there might be a harmony of views in which change is inspired both by Departmental personnel through their expertise, and by teachers and pupils identifying concerns at the classroom level. Such a compromise would be indicated on the model (Figure 1) by a line or area cutting across the middle of the diagonal.

Discussion of Conclusions. The discussion in this chapter, as well as in Chapter IV, seems to justify the following conclusions based on a comparison of the Alberta

scene with the model (Figure 1) described in Chapter II.

1. The Department of Education, in accordance with its legal authority, makes the real decisions in several areas, such as prescribing the curriculum, authorizing textbooks, setting standards for graduation and exercising fiscal control through a foundation program. This statement has been supported, for example, by Hodgson, whose research makes the claim that over several decades the central authority has adapted schools to the changing nature of society (35). The present investigation has restated the statutory powers of the Department, described the curriculum building structure, and illustrated the curriculum change process. It draws the conclusion that curriculum building in Alberta accords with the Administrative view since it is administrators of the Department who, in the exercise of their authority, make the decisions to change, as well as other pronouncements on the curriculum.

2. Curriculum prescription of minimum programs places classroom teachers in a position where they are told to what minimum of knowledge or learning experiences their students are to be exposed. This acceptable minimum is decided for both pupils and teachers by provincial authority. The conclusion is therefore drawn that teachers are told what to do and how much is required.

3. Ribble's concept of the Classroom view places teachers and pupils in key positions for the identification

of problems and the initiation of the process of change. It must be concluded that the Education Department does not at present have an organization for the implementation of this view as described in the study. The organization for curriculum building as diagrammed in Figure 2 and described in Chapter IV does not give teachers central roles in the process although their involvement, particularly at the sub-committee stage, has been recognized. It also appears significant that the teachers who are named to assist in curriculum building are instruments of the Administrative, not the Classroom, system.

4. The Department employs personnel whose role is facilitative or consultative. In this investigation has been described the manner in which administrators were facilitators with respect to the Departmentally ordered changeover to the modern mathematics curriculum. However, it would seem that the Classroom view would place greater emphasis on the facilitative role of administrators if enabling conditions and services were to be provided for investigating change at the classroom level. The conclusion to be drawn from the above is that administrators of the Alberta system are facilitators of change in accordance with the Administrative rather than the Classroom view.

5. As was stated in Chapter IV, the Senior High School Curriculum Committee is the source of recommendation to the Minister of Education on matters affecting the senior

high school curriculum. By implication, the Junior High School Curriculum Committee and the Elementary School Curriculum Committee are likewise the sources of recommendations to the Minister in their respective areas since there is co-ordination of the work of the three committees. The General Curriculum Committee has been described as a sounding board, a forum for discussion, and a meeting place for professional and non-professional views on education. The study has also shown that the Division of Instruction is the instrument by which the curriculum is devised, amended, and administered, and that the Director co-ordinates the efforts of a large number of people. From the foregoing statements the following conclusion can be drawn: administrators do not do the job alone; in their committees they present ideas of their own, invite questions, and draw on ideas and experiences from a wide variety of sources.

6. The study pointed out that practising teachers comprise some fifty per cent of the sub-committees where course content is mapped. In this manner they are named to share in decision-making, as well as through the A.T.A. at the level of the other committees. Any conclusion that teachers are asked to share in decision-making in Alberta must therefore be subject to the limitation above, namely, that only a small proportion of the teachers of the province are so involved. A similar limitation is placed on the conclusion that teachers present problems to their peers and

administrative superiors for discussion. The fact that all teachers have wide scope for presenting curriculum and other problems to their local association or the A.T.A. Representative Assembly is not relevant.

III. RESULTS RELATED TO THE HYPOTHESES

The three hypotheses with which this study was concerned were all supported.

Hypothesis 1

Personnel. The Department makes use of educational personnel on a provincial scale for curriculum development. This is done on a representative basis through a system of committees and sub-committees. Except for permanent members from head office, membership in the committees changes from time to time. The universities of the province appear to make an important contribution to curriculum development in three respects: first, keeping the Department informed of the latest developments and research in education; second, influencing the high school curriculum, especially in terms of matriculation standards; and third, participating in curriculum development at all levels.

Hypothesis 2

Organization. The Department is organized in a manner that gives the authority for building the public school curriculum to a Director of Curriculum who is responsible to

a Chief Superintendent of Schools. Special Educational Services are under another director who is also responsible to the Chief Superintendent. The Division of Vocational Education and the School Books Branch are under the direct authority of the Deputy Minister through their heads. Coordination is maintained among these services through committees.

Hypothesis 3

Lay Participation. The lay organizations, represented chiefly on the General Curriculum Committee, are informed of, and deliberate on, general educational policy. Their major role is to bring public opinion to bear on educational matters, and to maintain the traditional educational partnership. They also exert an influence on the curriculum.

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13. Province of Alberta, Report of the Royal Commission on Education, 1959 (Edmonton: The Queen's Printer, 1959), pp. 48 - 50.
14. _____, The Accredited School Districts Act, 1963. c.1. (with amendments up to and including 1965. Edmonton: The Queen's Printer, 1965).
15. Statements by Edmonton school board officials, personal interview.
16. Statement by Separate School Board official, Edmonton, personal interview.
17. Province of Alberta, Sixty-First Annual Report of the Department of Education (Edmonton: The Queen's Printer, 1967), p. 55.

18. Statement by Director of Curriculum, personal interview.
19. Ibid.
20. Statement by Director of Curriculum, personal interview.
21. Ibid.
22. M.L. Watts, Curriculum Building Procedures in Alberta, 1965, p. 10.
23. Statement by Director of Curriculum, personal interview.
24. Ibid.
25. M.L. Watts, op. cit., p. 17.
26. Statement by Director of Curriculum, personal interview.
27. Lloyd B. Jones, "Curriculum Innovations in a Public School System," Theory Into Practice, 1:201, October, 1962.
28. A.N. Whitehead, The Aims of Education and Other Essays (New York: Macmillan, 1957), p. 22.
29. Supra, p. 50.
30. E.W. Ratsoy and D. Friesen, "Innovation in Education: Concerns and a Strategy," C.S.A. Bulletin, 6:39, February, 1967.
31. Statement by the Director of Curriculum, personal interview.
32. Ibid.
33. Robert S. Ribble, "The Effect of Planned Change on the Classroom," Theory Into Practice, 5:44, February, 1966.
34. Norman D. Kurland, "The Study of Change in State Departments," Theory Into Practice, 5:53, February, 1966.
35. Hodgson, loc. cit.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

I. SUMMARY

Summary of Procedure

This was a descriptive study based on personal interviews. Data were collected from administrative officials of the Department of Education and from others considered competent to speak on the subject. Some of the data were in the form of opinions and were treated as such. This imposed an obvious limitation on some of the results. Most of the data were presented in Chapter IV but additional material and discussion was presented in Chapter V. The model must be interpreted in a very general sense; it purported to indicate what appeared to be characteristic of the Alberta system in terms of control over the process of curriculum change. Conclusions in this regard must therefore be subject to the limitations of the investigation.

Summary of Findings

The findings of this study may be summed up in the following statements:

1. Education in Alberta is the constitutional responsibility of the Province and the statutory responsibility of the Department of Education.

2. Some of the ways in which provincial control is exercised are: through a basic foundation (fiscal) program, curriculum prescription, teacher certification, and provincial examinations.

3. The responsibility for the public school curriculum falls to the Division of Instruction headed by the Chief Superintendent of Schools. The Director of Curriculum is directly responsible to the Chief Superintendent for public school curriculum building.

4. Post-secondary and special educational services are not the responsibility of the Director of Curriculum.

5. The Department employs the committee system in curriculum building and uses permanent administrative personnel. However, the majority of the curriculum builders are from the universities, the Alberta Teachers' Association and from nine lay organizations.

6. The three provincial curriculum committees--for high schools and the elementary school--are headed by the Director of Curriculum who is assisted by three Associates. Attached to these committees are sub-committees which plan subject curricula, and others designated as advisory. The fourth provincial curriculum committee, the General Curriculum Committee, is the chief forum for lay participation.

7. The various participating bodies nominate their own members to the committees. The Director of Curriculum appoints the members of the sub-committees.

8. Apart from the permanent officials of the Department, which include supervisory staff, the committees are co-opted for the matter in hand. Such committees, however, are not normally disbanded until they have completed their task. A committee may remain in existence for months, or for years.

9. The function of the General Curriculum Committee is to represent public views on general educational matters to the Department and to keep the public informed of educational policies.

10. Decisions made by the four provincial curriculum committees are not final. They are recommendations to the Minister.

II. SUMMARY OF CONCLUSIONS

The general conclusion this study draws from a comparison of the Alberta situation with the model is that the Administrative view appears to be characteristic of the curriculum change process in Alberta. The formal structure which the Department of Education has created for curriculum building is used for planning change, but change does not normally proceed in accordance with the Classroom view. Other conclusions are stated below:

1. The Department of Education makes the decisions and announcements on curriculum change.

2. In planning a major change the Department

presents ideas to the curriculum committees. The ideas are then channeled to the sub-committees concerned where details are worked out.

3. Teachers are expected to follow a prescribed curriculum which sets minimal requirements.

4. Some teachers are invited to share in decisions on curriculum change especially at the sub-committee level.

5. The Department requires teachers to investigate curriculum problems in accordance with Departmentally authorized change. In this process administrators play significant roles as facilitators.

III. RECOMMENDATIONS

Organization for Curriculum Building

As was stated in Chapter V it appeared desirable for all aspects of the curriculum--elementary, secondary, and post-secondary--to be co-ordinated into one unit. With respect to elementary and secondary schools an important suggestion for the Department would be the manner of putting the Administrative-Classroom process of change into operation, in other words, how to effect an Administrative-Classroom compromise. The problem would involve both organization and personnel--an organization for strengthening the Department's ability to play a leadership role and at the same time for implementing the Classroom view. Among the questions requiring answers would be: (1) How could a curriculum organization

be expanded with more full-time specialists, and involve more teachers in accordance with the Classroom view? (2) Would it be more advantageous to employ a greater number of teachers on a full time basis, or to continue the existing practice of rotation? (3) Who would decide on a better alternative to the present committee system, and on what criteria would the decisions be based?

A further suggestion relates to the pattern of change. One approach to curriculum change is piecemeal, such as changing a high school course and working down, or changing an elementary course and working up. Alternatively, the entire unit from elementary to high school might be surveyed, with proper sequence through all the grades, and an understanding of the relationship between the unit and other courses. This study described the first approach. The second might be a useful change.

Lay Participation

The study has drawn attention to two implications of lay participation in curriculum building. One concerns public relations; the other, the political influence of laymen as individuals or as groups. The public relations function assumes that lay groups have an organization for effective communication with their members. It also assumes that their curriculum representatives are in contact with, and have an understanding of, professional opinion. This implies that they must have contact with the professional

curriculum builders at various levels.

The second consideration is that as statutory partners of the provincial authority in education, they have a right to be heard without recourse to political pressure which they are in a position to apply. The suggestion here is that lay representatives must not be subject to the frustration of professional domination. They should not only appear to share in curriculum building, but must feel, especially in policy matters, that their opinions are respected and their contribution is significant. The general recommendation for the provincial authority is arranging for a curriculum building structure that permits laymen to maintain contact with professional educators without professional domination.

Further Study

In the course of the study a few questions, relevant to the subject but beyond the scope of the investigation, were noted. Perhaps some of these deserve consideration if a more comprehensive view is to be taken of curriculum building in Alberta. For example, a description was given of the change to the modern mathematics curriculum, and the statement was made that there was another feature of change which concerned the on-going process of curriculum adaptation, revision, and small scale experimental trials. The investigation of this feature might complement the present study.

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APPENDIX A

APPENDIX A

CURRICULUM DIRECTOR'S QUESTIONNAIRE

1. What is the position of the Curriculum Branch in the organizational structure of the Department of Education? i.e., to whom is the Director of Curriculum immediately accountable?

2. What is the organizational structure of the Curriculum Branch?

3. What is the personnel of the Curriculum Branch according to:

(a) Number?

(b) Experience, i.e., length of service in the Curriculum Branch in Alberta or elsewhere?

(c) Qualifications, general and special?

4. How does the Curriculum Branch operate?

5. Give a description of the process of adoption of the Modern Mathematics program in the following terms:

(a) Sources of information

(b) Extent of consultation prior to trial or adoption

(c) Degree of participation by what bodies prior to trial or adoption

(d) Length of time between the Branch's awareness of the Modern Mathematics curriculum and its final adoption in the schools

(e) The kind of preparation teachers received prior to teaching the new program

(f) Reaction of the teachers

i. At their first knowledge that the new program was to be implemented

ii. An assessment of their present reaction.

6. Would you say that the Modern Mathematics curriculum is being satisfactorily taught in the schools?

7. Have any other curriculum changes been implemented since the Modern Mathematics?

8. Are any other curriculum changes currently in the planning stage?

9. If the response to Question 7 is affirmative, would it be correct to say that the procedures adopted were similar to the procedures followed for the implementation of the Modern Mathematics curriculum?

10. If the response to Question 8 is affirmative, would it be correct to say that the procedures being adopted are similar to the procedures followed in Question 9?

11. If the responses to Question 9 and Question 10 are negative, please state the ways in which the procedures are different.

12. Are any changes envisaged for the Curriculum Branch in regard to:

(a) Its organizational structure

(b) Its personnel

(c) Its procedures?

13. Are there any features of interest with regard to the determination of curriculum not covered by the questionnaire? For example, have any significant changes or adaptations taken place on the basis of recommendations of the Alberta Royal Commission, 1959?

14. What is the present situation with respect to accredited schools in the light of the Alberta Royal Commission recommendations? (A general statement will suffice.)

15. According to T.C. Byrne, "Evaluative Criteria of Provincial Leadership in Public Education," The Alberta Journal of Educational Research, III, 4 (December, 1957), p. 191, the Alberta Provincial Department of Education did not rate high in the following two criteria:

(a) It stimulates and encourages local creativity in planning.

(b) It establishes and maintains a program of educational research.

What is the present position with regard to curriculum development in these two areas above?

16. Apart from the permanent, Departmental members of your curriculum committees, who chooses the members of the various committees? How long do they serve?

APPENDIX A

APPENDIX A.1. APPENDIX A.1.1. APPENDIX A.1.1.1.

APPENDIX A.1.1.1.1. APPENDIX A.1.1.1.1.1. APPENDIX A.1.1.1.1.1.1.

APPENDIX A.1.1.1.1.1.1.1. APPENDIX A.1.1.1.1.1.1.1.1. APPENDIX A.1.1.1.1.1.1.1.1.

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APPENDIX A.1.1.1.1.1.1.1.1.1.1.1.1.1.1.

APPENDIX B

APPENDIX B.1. APPENDIX B.1.1. APPENDIX B.1.1.1. APPENDIX B.1.1.1.1.

APPENDIX B

A.T.A. AND A.S.T.A. QUESTIONNAIRE

1. Are you satisfied with the present committee network used by the Department of Education for curriculum building?
2. Are you satisfied with the representation of your organization on the major curriculum committees?
3. To what extent does your organization actually participate in curriculum building and change?
4. What suggestions would you recommend for the greater participation and effectiveness of your organization in the above?
5. Would you like to comment further on the above?

APPENDIX C

APPENDIX C

LETTER TO DIRECTOR OF CURRICULUM

Room 78, Athabasca Hall

University of Alberta

Edmonton

April 29, 1967

Mr. M. L. Watts

Director of Curriculum

Department of Education

Edmonton

Dear Sir:

Your secretary has been good enough to arrange for me an interview with you on Thursday, May 4 at 9.30 a.m., in connection with data I am seeking for an M.Ed. thesis entitled "Curriculum Building in Alberta."

I thought it would be mutually facilitative if I sent in advance the attached statement of the information I need, in questionnaire form. Perhaps much of the data can be found in official documents which are not yet available to me.

I would be grateful for your favour and cooperation in this task and do thank you sincerely in advance.

Yours truly,

(Signed) Christopher Osborne

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